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ABSTRACT

This article discusses language planning activities at the East-West Culture Learning Institute in Hawaii. Activities have been planned to facilitate and orient the use of the language planning approach by practitioners who have increasingly focused on the relation of development and modernization to language, and need to understand how language problems relate to a broader socio-cultural context. The first area of activity concerns the development of an information newtowk, including the publication of a quarterly Language Planning Newsletter, the preparation of an annotated bibliography on language planning, and the development of language planning agencies. Another area involves research in language planning theory and language theory, and in approaches to national language teaching. A third area concerns itself with organizing workshops on such topics as indigenous and national theories of language, the application of sociolinguistic theory to actual language planning problems, and language and the law. In a fourth area, courses, seminars, colloquia and training workshops are being prepared for the 1977 Summer Linguistic Institute to be held in Hawaii. A final activity concerns lectures given to professional participants in the Culture Learning Institute. (CLK)

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Language Planning at the Culture Learning Institute

By JOAN RUBIN*

The East-West Culture Learning Institute is in the process of developing a program focused around language planning. Language planning can be defined as *deliberate* language change; that is, changes in the systems of a language code or speaking, or both, that are planned by organizations established for such purposes or given a mandate to fulfill such purposes. Practitioners and legislators increasingly have focused on the relation of development and modernization to language. They have begun to wonder how language problems might be seen and related to a broader socio-cultural context.

In order to facilitate and orient practitioners' use of the language planning approach several activities have been planned, including development of an information network, research into language planning activities and theory, workshops on regional or national processes, and conferences on topics of interest.

Information network

The most developed of these activities is the information network. One activity is the publication of the *Language Planning Newsletter*, a quarterly publication for language planning practitioners and scholars, both East and West, designed primarily to create an information network for those interested in language planning.

Another activity now underway involves compilation of an annotated bibliography on language planning. The bibliography will be sorted by topic and by country. The published volume, to be completed by March 1977, should be a source for future research on language planning and other related fields.

A third activity is the development of a network of language planning agencies by searching for and listing all such agencies and individuals with a statement of their goals, organization of work, ongoing research and publications. Results will be compiled and published.

Eventually, the Institute hopes to produce some pamphlets which will serve as an aid for practitioners with particular problems, such as how to set up a terminology committee, what principles should be attended to in making a bilingual dictionary, what principles should be attended to when writing materials for primary and secondary schools and universities.

Research

In the area of research, the Institute plans to investigate some of the following topics: language planning theory, approaches to national language teaching, and theories of language.

Language planning theory research will try to isolate those variables which are important to consider in any language planning and language treatment. The output of this research will aid in selecting the right approach to promote good planning and also enable practitioners to structure their approach consistent with the pattern of their decision making processes.

A second research program will involve study of literature and field situations to ascertain how language arts are taught in the national languages,

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and to evaluate effectiveness and efficiency of methods. The information gathered in this study will be used as the basis for organizing a professional development activity on national language methods improvement.

Conferences

In addition to these research activities, there will be several conferences which it is hoped will provide the participants with new ways of looking at problems and relationships. One of these will be a workshop on indigenous and national theories of language. The workshop will allow scholars to present national, universal and local theories of language and to learn about others. In any activity of language teaching or learning, it is important to find the correct theory in order to develop curricula, suggest terminology and other education activities.

Another conference will allow the application of sociolinguistic theory to a real life problem for planners. It is proposed that a small conference on language and law also be held. Two basic questions will be the themes of the conference: (1) can justice be done and equity maintained if an alien language continues as the language of the legal system and (2) does the language of the legal system provide satisfactory access to the law, equity and justice?

Training

The language planning program includes preparation of courses, seminars, colloquia, training workshops at the 1977 Summer Linguistic Institute which will be held in Hawaii. This will be the first time that students can catch up on the developing field of language planning. It is hoped that both practitioners and theorists will want to attend the Institute. The course offerings will be given over a six-week semester, plus a two-week pre-conference course for those who need background for advanced courses. It is hoped that out of this Institute will come a realization of the role of language planning for both practitioners and scholars.

Finally, lectures on language planning are given to professional participants in the Culture Learning Institute. The participants include educational administrators and teacher trainers.

Other activities are expected to develop as time goes on and as new needs become apparent. The Institute would welcome opportunities to collaborate with scholars or practitioners.